

Prescribed Learning Outcomes for Grade 4 Required Areas of Study

Term			English Language Arts (2006)
1	2	3	Oral Language (speaking and listening)
			<i>Purposes (Oral Language)</i>
			It is expected that students will:
			Use speaking and listening to interact with others for the purposes of
			<ul style="list-style-type: none"> contributing to a class goal
			<ul style="list-style-type: none"> sharing ideas and opinions
			<ul style="list-style-type: none"> improving and deepening comprehension
			<ul style="list-style-type: none"> solving problems
			<ul style="list-style-type: none"> completing tasks
			Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by
			<ul style="list-style-type: none"> staying on topic in a focussed discussion
			<ul style="list-style-type: none"> recounting experiences in a logical order
			<ul style="list-style-type: none"> using an effective introduction and conclusion
			<ul style="list-style-type: none"> using details or examples to enhance meaning
			<ul style="list-style-type: none"> explaining and supporting a viewpoint
			Listen purposefully to understand ideas and information, by
			<ul style="list-style-type: none"> summarizing main ideas and supporting details
			<ul style="list-style-type: none"> generating questions
			<ul style="list-style-type: none"> visualizing and sharing
			<ul style="list-style-type: none"> identifying opinions or viewpoints
			<ul style="list-style-type: none"> ignoring distractions
			<i>Strategies (Oral Language)</i>
			Select and use strategies when interacting with others, including
			<ul style="list-style-type: none"> accessing prior knowledge

			<ul style="list-style-type: none"> • making and sharing connections
			<ul style="list-style-type: none"> • asking questions for clarification and understanding
			<ul style="list-style-type: none"> • taking turns as speaker and listener
			<ul style="list-style-type: none"> • paraphrasing to clarify meaning
			Select and use strategies when expressing and presenting ideas, information, and feelings, including
			<ul style="list-style-type: none"> • setting a purpose
			<ul style="list-style-type: none"> • accessing prior knowledge
			<ul style="list-style-type: none"> • generating ideas
			<ul style="list-style-type: none"> • making and sharing connections
			<ul style="list-style-type: none"> • asking questions to clarify and confirm meaning
			<ul style="list-style-type: none"> • organizing information
			<ul style="list-style-type: none"> • practising delivery
			<ul style="list-style-type: none"> • self-monitoring and self-correcting in response to feedback
			Select and use strategies when listening to make and clarify meaning, including
			<ul style="list-style-type: none"> • accessing prior knowledge
			<ul style="list-style-type: none"> • making predictions about content before listening
			<ul style="list-style-type: none"> • focussing on the speaker
			<ul style="list-style-type: none"> • listening for specifics
			<ul style="list-style-type: none"> • generating questions
			<ul style="list-style-type: none"> • recalling, summarizing, and synthesizing
			<ul style="list-style-type: none"> • visualizing
			<ul style="list-style-type: none"> • monitoring comprehension
			<i>Thinking (Oral Language)</i>
			Demonstrate enhanced vocabulary knowledge and usage
			Use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts
			Use speaking and listening to improve and extend thinking, by
			<ul style="list-style-type: none"> • acquiring new ideas
			<ul style="list-style-type: none"> • making connections and asking questions

			<ul style="list-style-type: none"> • comparing and analysing ideas
			<ul style="list-style-type: none"> • developing explanations
			<ul style="list-style-type: none"> • considering alternative viewpoints
			<ul style="list-style-type: none"> • investigating problems and creating solutions
			Reflect on and assess their speaking and listening, by
			<ul style="list-style-type: none"> • referring to class-generated criteria
			<ul style="list-style-type: none"> • reflecting on and discussing peer and adult feedback
			<ul style="list-style-type: none"> • setting goals and creating a plan for improvement
			<ul style="list-style-type: none"> • taking steps toward achieving goals
			<i>Features (Oral Language)</i>
			Use the features of oral language to convey and derive meaning, including
			<ul style="list-style-type: none"> • text structure
			<ul style="list-style-type: none"> • a variety of sentence lengths, structures, and types
			<ul style="list-style-type: none"> • smooth transitions
			<ul style="list-style-type: none"> • syntax (i.e., grammar and usage)
			<ul style="list-style-type: none"> • enunciation
			<ul style="list-style-type: none"> • nonverbal communication
			<ul style="list-style-type: none"> • receptive listening posture
			Recognize the structures and patterns of language in oral texts, including
			<ul style="list-style-type: none"> • sound devices
			<ul style="list-style-type: none"> • root words
			<ul style="list-style-type: none"> • word families
			<ul style="list-style-type: none"> • structural sequencing cues
			<ul style="list-style-type: none"> • idiomatic expressions
			Reading and Viewing
			<i>Purposes (Reading and Viewing)</i>
			Read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including

			<ul style="list-style-type: none"> • stories from various Aboriginal and other cultures
			<ul style="list-style-type: none"> • stories from a variety of genres (e.g., folktales, legends, autobiography, historical fiction)
			<ul style="list-style-type: none"> • poems that make obvious use of literary devices
			Read fluently and demonstrate comprehension of grade-appropriate information texts, such as
			<ul style="list-style-type: none"> • non-fiction books
			<ul style="list-style-type: none"> • textbooks and other instructional materials
			<ul style="list-style-type: none"> • materials that contain diagrams, charts, illustrations, or graphs
			<ul style="list-style-type: none"> • reports and articles from newspapers and children’s magazines
			<ul style="list-style-type: none"> • reference material
			<ul style="list-style-type: none"> • web sites designed for children
			<ul style="list-style-type: none"> • instructions and procedures
			Read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension
			View and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising)
<i>Strategies (Reading and Viewing)</i>			
			Select and use strategies before reading and viewing to develop understanding of text, including
			<ul style="list-style-type: none"> • setting a purpose and constructing personal goals
			<ul style="list-style-type: none"> • accessing prior knowledge to make connections
			<ul style="list-style-type: none"> • making predictions
			<ul style="list-style-type: none"> • asking questions
			<ul style="list-style-type: none"> • previewing texts
			Select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including
			<ul style="list-style-type: none"> • predicting
			<ul style="list-style-type: none"> • making connections
			<ul style="list-style-type: none"> • visualizing
			<ul style="list-style-type: none"> • asking and answering questions

			<ul style="list-style-type: none"> making inferences and drawing conclusions
			<ul style="list-style-type: none"> using 'text features'
			<ul style="list-style-type: none"> self-monitoring and self-correcting
			<ul style="list-style-type: none"> figuring out unknown words
			<ul style="list-style-type: none"> reading selectively
			<ul style="list-style-type: none"> determining the importance of ideas/events
			<ul style="list-style-type: none"> visually representing texts
			<ul style="list-style-type: none"> summarizing and synthesizing
			Select and use strategies after reading and viewing to confirm and extend meaning, including
			<ul style="list-style-type: none"> self-monitoring and self-correcting
			<ul style="list-style-type: none"> generating and responding to questions
			<ul style="list-style-type: none"> making inferences and drawing conclusions
			<ul style="list-style-type: none"> reflecting and responding
			<ul style="list-style-type: none"> visualizing
			<ul style="list-style-type: none"> using 'text features' to locate information
			<ul style="list-style-type: none"> using graphic organizers to record information
			<ul style="list-style-type: none"> summarizing and synthesizing
			Thinking (Reading and Viewing)
			Respond to selections they read or view, by
			<ul style="list-style-type: none"> expressing an opinion with supporting evidence
			<ul style="list-style-type: none"> explaining connections (<i>text-to-self</i>, <i>text-to-text</i>, <i>text-to-world</i>)
			<ul style="list-style-type: none"> discussing and giving reasons for their choice of favourite texts
			Read and view to improve and extend thinking, by
			<ul style="list-style-type: none"> predicting and explaining
			<ul style="list-style-type: none"> visualizing
			<ul style="list-style-type: none"> distinguishing between fact and opinion

			<ul style="list-style-type: none"> analysing texts to consider alternatives
			<ul style="list-style-type: none"> drawing conclusions
			<ul style="list-style-type: none"> recognizing alternative viewpoints
			<ul style="list-style-type: none"> summarizing and synthesizing
			Reflect on and assess their reading and viewing, by
			<ul style="list-style-type: none"> referring to class-generated criteria
			<ul style="list-style-type: none"> setting goals and creating a plan for improvement
			<ul style="list-style-type: none"> taking steps toward achieving goals
			<i>Features (Reading and Viewing)</i>
			Explain how structures and features of text work to develop meaning, including
			<ul style="list-style-type: none"> form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)
			<ul style="list-style-type: none"> 'text features' (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars)
			<ul style="list-style-type: none"> literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion)
			<ul style="list-style-type: none"> non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)
			<ul style="list-style-type: none"> literary devices (e.g., imagery, sensory detail, simile, metaphor)
			<ul style="list-style-type: none"> idiomatic expressions
			Writing and Representing
			<i>Purposes (Writing and Representing)</i>
			Write clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
			<ul style="list-style-type: none"> clearly developed ideas using effective supporting details and explanations
			<ul style="list-style-type: none"> sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity
			<ul style="list-style-type: none"> experimentation with word choice by using new, different, more precise and powerful words
			<ul style="list-style-type: none"> an authentic voice demonstrating a developing writing style
			<ul style="list-style-type: none"> an organization that is meaningful, logical, and effective, and showcases a central idea or theme
			Write a variety of clear informational writing for a range of purposes and audiences, featuring

		<ul style="list-style-type: none"> clearly developed ideas by using clear, focussed, useful, and interesting details and explanations
		<ul style="list-style-type: none"> sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity
		<ul style="list-style-type: none"> word choice by using some new and precise words including content-specific vocabulary
		<ul style="list-style-type: none"> a voice demonstrating an appreciation of, interest in, and knowledge of the topic
		<ul style="list-style-type: none"> an organization that includes an introduction that states the purpose, with easy to follow and logically sequenced details, and an ending that makes sense
<p>Write a variety of imaginative writing modelled from literature, featuring</p>		
		<ul style="list-style-type: none"> well-developed ideas through the use of supporting details, especially interesting sensory detail
		<ul style="list-style-type: none"> sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity
		<ul style="list-style-type: none"> effective word choice by experimenting with new, more powerful and varied words, especially descriptive words
		<ul style="list-style-type: none"> a voice demonstrating some sense of individuality
		<ul style="list-style-type: none"> an organization that develops smoothly with a logical sequence, beginning with an engaging opening through to a satisfying ending
<p>Create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring</p>		
		<ul style="list-style-type: none"> development of ideas through clear, focussed, and useful details
		<ul style="list-style-type: none"> connections to personal feelings, experiences, opinions, and information
		<ul style="list-style-type: none"> an expressive voice
		<ul style="list-style-type: none"> an organization in which key ideas are evident
<p><i>Strategies (Writing and Representing)</i></p>		
<p>Select and use strategies before writing and representing, including</p>		
		<ul style="list-style-type: none"> setting a purpose
		<ul style="list-style-type: none"> identifying an audience
		<ul style="list-style-type: none"> selecting a genre and form from samples provided
		<ul style="list-style-type: none"> developing class-generated criteria based on analysis of the form of writing or representing
		<ul style="list-style-type: none"> generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics

			Select and use strategies during writing and representing to express and refine thoughts, including
			<ul style="list-style-type: none"> referring to class-generated criteria
			<ul style="list-style-type: none"> examining models of literature
			<ul style="list-style-type: none"> combining multiple sources of information
			<ul style="list-style-type: none"> consulting reference material
			<ul style="list-style-type: none"> considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency
			<ul style="list-style-type: none"> ongoing revising and editing
			Select and use strategies after writing and representing to improve their work, including
			<ul style="list-style-type: none"> checking their work against established criteria
			<ul style="list-style-type: none"> reading aloud and listening for fluency
			<ul style="list-style-type: none"> revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)
			<ul style="list-style-type: none"> editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)
			<i>Thinking (Writing and Representing)</i>
			Use writing and representing to express personal responses and relevant opinions in response to experiences and texts
			Use writing and representing to extend thinking, by
			<ul style="list-style-type: none"> developing explanations
			<ul style="list-style-type: none"> expressing alternative viewpoints
			<ul style="list-style-type: none"> creating new understandings
			Reflect on and assess their writing and representing, by
			<ul style="list-style-type: none"> referring to class-generated criteria
			<ul style="list-style-type: none"> setting goals and creating a plan for improvement
			<ul style="list-style-type: none"> taking steps toward achieving goals
			<i>Features (Writing and Representing)</i>
			Use the features and conventions of language to express meaning in their writing and representing, including
			<ul style="list-style-type: none"> complete simple and compound sentences
			<ul style="list-style-type: none"> paragraphs to show the beginning of new ideas

			<ul style="list-style-type: none"> • correct noun-pronoun agreement
			<ul style="list-style-type: none"> • past, present, and future tenses
			<ul style="list-style-type: none"> • capitalization to designate organizations and to indicate beginning of quotations
			<ul style="list-style-type: none"> • commas after introductory words in sentences and when citing addresses
			<ul style="list-style-type: none"> • capitalization and punctuation (e.g., commas, apostrophes, begin to use quotation marks and commas in dialogue)
			<ul style="list-style-type: none"> • spelling multi-syllable words by applying phonic knowledge and skills and visual memory
			<ul style="list-style-type: none"> • conventional Canadian spelling for familiar and frequently used words
			<ul style="list-style-type: none"> • spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus)
			<ul style="list-style-type: none"> • legible writing that demonstrates awareness of alignment, shape, and slant
			<ul style="list-style-type: none"> • spacing words and sentences consistently on a line and page

Term			Fine Arts (1998)
1	2	3	It is expected that students will:
			DANCE
			<i>Elements of Movement</i>
			<ul style="list-style-type: none"> • use the elements of movement in combination
			<ul style="list-style-type: none"> • demonstrate an awareness of techniques in a given dance style
			<ul style="list-style-type: none"> • demonstrate an awareness of the principles of movement in dance
			<ul style="list-style-type: none"> • identify ways in which safety, fitness, and health affect movement
			<i>Creation and Composition</i>
			<ul style="list-style-type: none"> • interpret and move in response to a variety of sounds, images, feelings, and music
			<ul style="list-style-type: none"> • create movement sequences based on a given choreographic form
			<ul style="list-style-type: none"> • apply the creative process to revise dance sequences
			<i>Presentation and Performance</i>
			<ul style="list-style-type: none"> • rehearse dance for presentation
			<ul style="list-style-type: none"> • identify performance skills and audience etiquette appropriate to a given performance situation
			<ul style="list-style-type: none"> • identify the feeling and mood portrayed in performances
			<ul style="list-style-type: none"> • apply established criteria to analyse their work
			<i>Dance and Society</i>
			<ul style="list-style-type: none"> • apply established criteria to analyse their work
			<ul style="list-style-type: none"> • identify a variety of purposes for dance
			<ul style="list-style-type: none"> • describe the roles portrayed by dancers
			<ul style="list-style-type: none"> • identify dance events and activities in the local community
			DRAMA
			<i>Exploration and Imagination</i>
			<ul style="list-style-type: none"> • select feelings and ideas expressed in the group to use in dramatic work
			<ul style="list-style-type: none"> • demonstrate the ability to provide and accept constructive feedback
			<ul style="list-style-type: none"> • suggest reasons for various responses to a dramatic work
			<ul style="list-style-type: none"> • demonstrate co-operative effort to develop dramatic work
			<i>Drama Skills</i>

			<ul style="list-style-type: none"> • select language and movement appropriate to different roles
			<ul style="list-style-type: none"> • demonstrate the ability to maintain focus within a drama structure
			<ul style="list-style-type: none"> • demonstrate the ability to sustain a role
			<ul style="list-style-type: none"> • use drama structures to tell stories
			<ul style="list-style-type: none"> • demonstrate the ability to sustain belief in their imagined or created environment
			Context
			<ul style="list-style-type: none"> • use images and emotions expressed in various art forms to develop dramatic work
			<ul style="list-style-type: none"> • demonstrate an understanding that drama reflects a culture's beliefs and attitudes
			<ul style="list-style-type: none"> • differentiate audience skills appropriate to a variety of presentations
			MUSIC
			Structure (Elements of Rhythm)
			<ul style="list-style-type: none"> • reproduce rhythmic patterns while maintaining a steady beat
			<ul style="list-style-type: none"> • identify rhythmic pattern and beat
			<ul style="list-style-type: none"> • identify the form and principles of design of the rhythmic structure in classroom repertoire
			<ul style="list-style-type: none"> • use standard or invented notation to represent familiar rhythmic patterns
			Structure (Elements of Melody)
			<ul style="list-style-type: none"> • use singing or instrumental skills to reproduce melodies
			<ul style="list-style-type: none"> • maintain a melodic part in simple textures
			<ul style="list-style-type: none"> • identify the form and principles of design in melodic structure
			<ul style="list-style-type: none"> • use standard or invented notation to represent ascending and descending melodic phrase
			Thoughts, Images, and Feelings
			<ul style="list-style-type: none"> • identify thoughts, images, and feelings derived from a music experience
			<ul style="list-style-type: none"> • apply elements of rhythm, melody, and expression to demonstrate thoughts, images, and feelings in classroom repertoire
			Context (Self and Community)
			<ul style="list-style-type: none"> • apply skills and attitudes appropriate to a variety of roles, demonstrating: audience and performance etiquette, performance skills and respect for the contributions of others
			<ul style="list-style-type: none"> • demonstrate responsibility to themselves and the group while experiencing music
			<ul style="list-style-type: none"> • use established criteria to analyse their work

			<ul style="list-style-type: none"> identify music events and activities in the local community
			Context (Historical and Cultural)
			<ul style="list-style-type: none"> describe music from a variety of historical and cultural contexts
			<ul style="list-style-type: none"> identify a variety of purposes for music from classroom repertoire
			<ul style="list-style-type: none"> demonstrate respect for music from various historical and cultural contexts
			VISUAL ARTS
			Image-Development and Design Strategies
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> identify image-development and design strategies
			<ul style="list-style-type: none"> compare images developed for particular purposes
			<ul style="list-style-type: none"> demonstrate an awareness that there are ethical considerations involved in copying images
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> draft ideas for images using feelings, observation, memory, and imagination
			<ul style="list-style-type: none"> make 2-D and 3-D images: - using a variety of design strategies, including reproduction - using a variety of media - to communicate ideas, experiences, and stories - to illustrate and decorate - that engage more than one of the senses
			Context
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> identify distinctive styles of art from various cultures and historical periods
			<ul style="list-style-type: none"> compare images from given social, cultural, and historical contexts
			<ul style="list-style-type: none"> identify images that have value in the community
			<ul style="list-style-type: none"> give reasons for preferences in artworks
			<ul style="list-style-type: none"> demonstrate an awareness that there are various types of artists in the community
			<ul style="list-style-type: none"> demonstrate respect for the work of self and others
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> create images: - that express personal identity - in response to aspects of art from a variety of historical and cultural contexts
			<ul style="list-style-type: none"> demonstrate the ability to cooperate to develop a group display
			Visual Elements and Principles of Art and Design
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> distinguish elements (including form) and principles (including unity, contrast, and emphasis) in images and in natural and human-built environments
			<ul style="list-style-type: none"> describe a variety of works that emphasize particular visual elements

			<ul style="list-style-type: none"> • give reasons for selection of elements and principles to use in their work
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> • create images: - using the elements and principles in various combinations - using the elements and principles to produce a variety of effects
			<i>Materials, Technologies, and Processes</i>
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> • classify images according to the materials, tools, equipment, and processes used to create them
			<ul style="list-style-type: none"> • identify the characteristics of materials, tools, equipment, and processes used to create particular effects
			<ul style="list-style-type: none"> • suggest reasons for following safe and environmentally sensitive procedures in the use of materials, tools, equipment, and processes
			<ul style="list-style-type: none"> • use appropriate vocabulary to describe the materials, tools, equipment, and processes used to create particular images
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> • use a range of materials singly and in combination to make images
			<ul style="list-style-type: none"> • select appropriate materials, tools, equipment, and processes to create particular images
			<ul style="list-style-type: none"> • demonstrate a willingness to experiment with a variety of materials, tools, equipment, and processes
			<ul style="list-style-type: none"> • use and care for materials, tools, equipment, and work space in a safe and an environmentally sensitive manner

Term			Health and Career Education (2006)
1	2	3	It is expected that students will:
			<i>Goals and Decisions</i>
			<ul style="list-style-type: none"> identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)
			<i>Career Development</i>
			<ul style="list-style-type: none"> create an inventory of their own attributes, including skills, interests, and accomplishments
			<ul style="list-style-type: none"> demonstrate an understanding of the importance of developing effective work habits
			<i>Health: Healthy Living</i>
			<ul style="list-style-type: none"> describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)
			<ul style="list-style-type: none"> describe choices they can make for healthy eating, based on Canada's Food Guide to Healthy Eating
			<ul style="list-style-type: none"> describe the physical changes that occur during puberty (e.g., height, weight, muscle development, body shape, oily skin, body odour)
			<ul style="list-style-type: none"> differentiate between communicable diseases and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person; non-communicable diseases cannot be "caught" from someone with the disease)
			<i>Health: Healthy Relationships</i>
			<ul style="list-style-type: none"> describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour)
			<ul style="list-style-type: none"> demonstrate appropriate strategies for responding to bullying behaviour (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help)
			<i>Health: Safety and Injury Prevention</i>
			<ul style="list-style-type: none"> identify common lures or tricks used by potential abusers, face-to-face or on the Internet (e.g., offering special attention or compliments, saying they know your parents, using the Internet to get to know you)
			<ul style="list-style-type: none"> identify strategies for avoiding abusive or potentially abusive situations (e.g., knowing how to seek help, being prepared for lures or tricks, travelling in groups, withholding personal information)
			<ul style="list-style-type: none"> describe the potential risks for injury in a variety of settings, including on the road
			<i>Health: Substance Misuse Prevention</i>
			<ul style="list-style-type: none"> describe possible negative effects of substance misuse (e.g., altered judgment, reduced ability to recognize potentially risky situations, negative impact on emotional and physical health)
			<ul style="list-style-type: none"> propose strategies for preventing or avoiding substance misuse (e.g., developing refusal skills, avoiding high-risk situations, accessing accurate information)

Key to symbols used in Mathematics section

C=Communication **ME=Mental Mathematics and Estimation** **PS=Problem Solving**
T=Technology **CN=Connections** **R=Reasoning** **V=Visualization**

Term			Mathematics (2007)
1	2	3	Number
			It is expected that students will:
			<ul style="list-style-type: none"> represent and describe whole numbers to 10 000, pictorially and symbolically [C, CN, V]
			<ul style="list-style-type: none"> compare and order numbers to 10 000 [C, CN]
			<ul style="list-style-type: none"> demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by using personal strategies for adding and subtracting, estimating sums and differences and solving problems involving addition and subtraction [C, CN, ME, PS, R]
			<ul style="list-style-type: none"> explain the properties of 0 and 1 for multiplication, and the property of 1 for division [C, CN, R]
			<ul style="list-style-type: none"> describe and apply mental mathematics strategies, such as skip counting from a known fact, using doubling or halving, using doubling or halving and adding or subtracting one more group, using patterns in the 9s facts and using repeated doubling to determine basic multiplication facts to 9 x 9 and related division facts [C, CN, ME, PS, R]
			<ul style="list-style-type: none"> demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by using personal strategies for multiplication with and without concrete materials, using arrays to represent multiplication, connecting concrete representations to symbolic representations and estimating products [C, CN, ME, PS, R, V]
			<ul style="list-style-type: none"> demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by using personal strategies for dividing with and without concrete materials, estimating quotients and relating division to multiplication [C, CN, ME, PS, R, V]
			<ul style="list-style-type: none"> demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to name and record fractions for the parts of a whole or a set, compare and order fractions, model and explain that for different wholes; two identical fractions may not represent the same quantity and provide examples of where fractions are used [C, CN, PS, R, V]
			<ul style="list-style-type: none"> describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically [C, CN, R, V]
			<ul style="list-style-type: none"> relate decimals to fractions (to hundredths) [CN, R, V]
			<ul style="list-style-type: none"> demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by using compatible numbers, estimating sums and differences and using mental math strategies to solve problems [C, ME, PS, R, V]
			Patterns and Relations
			Patterns.

			<ul style="list-style-type: none"> identify and describe patterns found in tables and charts, including a multiplication chart [C, CN, PS, V]
			<ul style="list-style-type: none"> reproduce a pattern shown in a table or chart using concrete materials [C, CN, V]
			<ul style="list-style-type: none"> represent and describe patterns and relationships using charts and tables to solve problems [C, CN, PS, R, V]
		•	<ul style="list-style-type: none"> identify and explain mathematical relationships using charts and diagrams to solve problems [CN, PS, R, V]
			<ul style="list-style-type: none"> recall multiplication and division facts up to 81
<i>Variables and Equations</i>			
			<ul style="list-style-type: none"> express a given problem as an equation in which a symbol is used to represent an unknown number [CN, PS, R]
			<ul style="list-style-type: none"> solve one-step equations involving a symbol to represent an unknown number [C, CN, PS, R, V]
<i>Shape and Space</i>			
<i>Measurement</i>			
			<ul style="list-style-type: none"> read and record time using digital and analog clocks, including 24-hour clocks [C, CN, V]
			<ul style="list-style-type: none"> read and record calendar dates in a variety of formats [C, V]
			<ul style="list-style-type: none"> demonstrate an understanding of area of regular and irregular 2-D shapes by recognizing that area is measured in square units, selecting and justifying referents for the units cm² or m² estimating area by using referents for cm² or m², determining and recording area (cm² or m²), constructing different rectangles for a given area (cm² or m²) in order to demonstrate that many different rectangles may have the same area [C, CN, ME, PS, R, V]
<i>3-D Objects and 2-D Shapes</i>			
			<ul style="list-style-type: none"> describe and construct rectangular and triangular prisms [C, CN, R, V]
<i>Transformations</i>			
			<ul style="list-style-type: none"> demonstrate an understanding of line symmetry by identifying symmetrical 2-D shapes, creating symmetrical 2-D shapes, and drawing one or more lines of symmetry in a 2-D shape [C, CN, V]
<i>Statistics and Probability</i>			
<i>Data Analysis</i>			
			<ul style="list-style-type: none"> demonstrate an understanding of many-to-one correspondence [C, R, T, V]
			<ul style="list-style-type: none"> construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions [C, PS, R, V]

Term			Physical Education (1995)
1	2	3	It is expected that students will:
			<i>Active Living</i>
			<ul style="list-style-type: none"> participate regularly in physical activity
			<ul style="list-style-type: none"> demonstrate a willingness to participate in a variety of activities from all movement categories
			<ul style="list-style-type: none"> identify components of physical fitness and motor abilities
			<ul style="list-style-type: none"> describe and record changes in personal growth and development
			<ul style="list-style-type: none"> describe the importance of exercise and its effect on the body
			<ul style="list-style-type: none"> participate in warm-up and cool down activities
			<ul style="list-style-type: none"> identify the nutritional needs related to physical activity
			<ul style="list-style-type: none"> identify and describe positive benefits gained from physical activity in a natural setting
			<ul style="list-style-type: none"> demonstrate and describe ways to achieve a personal functional level of physical fitness
			<i>Movement (Alternative-Environment Activities)</i>
			<ul style="list-style-type: none"> demonstrate activity-specific motor skills in a variety of alternative environments
			<ul style="list-style-type: none"> demonstrate locomotor and non-locomotor skills, body awareness, and space awareness when performing activities in alternative environments
			<i>Movement (Dance)</i>
			<ul style="list-style-type: none"> use the creative process to develop dance patterns, alone and with others
			<ul style="list-style-type: none"> demonstrate basic dance steps and patterns, alone and with others, with and without objects
			<ul style="list-style-type: none"> select and perform simple movement sequences using elements of body awareness, space awareness, qualities, and relationships
			<i>Movement (Games)</i>
			<ul style="list-style-type: none"> demonstrate ways to send, project, and receive an object with control, individually and with others, using a variety of body parts and implements
			<ul style="list-style-type: none"> demonstrate ways to retain possession of an object with control
			<ul style="list-style-type: none"> demonstrate body and space awareness when performing game activities
			<ul style="list-style-type: none"> select and combine locomotor and non-locomotor skills when creating and participating in game activities
			<ul style="list-style-type: none"> use critical-thinking and problem-solving skills to create competitive and co-operative games
			<i>Movement (Gymnastics)</i>
			<ul style="list-style-type: none"> demonstrate locomotor and non-locomotor skills, body and space awareness, qualities, and relationships when performing gymnastic activities

			<ul style="list-style-type: none"> • use a variety of gymnastic themes to create sequences using equipment and large apparatus, alone and with others
			<ul style="list-style-type: none"> • use problem-solving skills to solve movement challenges
			<i>Movement (Individual and Dual Activities)</i>
			<ul style="list-style-type: none"> • demonstrate activity-specific motor skills involved in individual, dual, and group activities
			<ul style="list-style-type: none"> • aim and project an object at a target with increasing accuracy
			<i>Personal and Social Responsibility</i>
			<ul style="list-style-type: none"> • identify and follow rules, routines, and procedures of safety in a variety of activities from all movement categories
			<ul style="list-style-type: none"> • demonstrate self-confidence while participating in physical activity
			<ul style="list-style-type: none"> • identify and demonstrate etiquette and fair play
			<ul style="list-style-type: none"> • select and assume responsibility for assigned roles while participating in physical activity
			<ul style="list-style-type: none"> • identify and demonstrate positive behaviours that show respect for individuals' potential, interests, and cultural backgrounds
			<ul style="list-style-type: none"> • identify careers related to physical activity

Term			Science (2005)
1	2	3	It is expected that students will:
			<i>Processes and Skills of Science</i>
			<ul style="list-style-type: none"> make predictions, supported by reasons and relevant to the content
			<ul style="list-style-type: none"> use data from investigations to recognize patterns and relationships and reach conclusions
			<i>Life Science: Habitats and Communities</i>
			<ul style="list-style-type: none"> compare the structures and behaviours of local animals and plants in different habitats and communities
			<ul style="list-style-type: none"> analyse simple food chains
			<ul style="list-style-type: none"> demonstrate awareness of the Aboriginal concept of respect for the environment
			<ul style="list-style-type: none"> determine how personal choices and actions have environmental consequences
			<i>Physical Science: Sound and Light</i>
			<ul style="list-style-type: none"> identify sources of light and sound
			<ul style="list-style-type: none"> explain properties of light (e.g., travels in a straight path, can be reflected)
			<ul style="list-style-type: none"> explain properties of sound (e.g., travels in waves, travels in all directions)
			<i>Earth and Space Science: Weather</i>
			<ul style="list-style-type: none"> measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
			<ul style="list-style-type: none"> analyse impacts of weather on living and non-living things

Term			Social Studies (2006)
1	2	3	It is expected that students will:
<i>Skills and Processes of Social Studies</i>			
			<ul style="list-style-type: none"> apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues
			<ul style="list-style-type: none"> use maps and timelines to gather and represent information
			<ul style="list-style-type: none"> gather information from a variety of sources
			<ul style="list-style-type: none"> identify alternative perspectives on a selected event or issue
			<ul style="list-style-type: none"> create a presentation on a selected historical event or topic
			<ul style="list-style-type: none"> formulate strategies to address problems or issues
<i>Identity, Society, and Culture</i>			
			<ul style="list-style-type: none"> distinguish characteristics of various Aboriginal cultures in BC and Canada
			<ul style="list-style-type: none"> demonstrate knowledge of early European exploration of BC and Canada
			<ul style="list-style-type: none"> identify effects of early contact between Aboriginal societies and European explorers and settlers
<i>Governance</i>			
			<ul style="list-style-type: none"> compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada
			<ul style="list-style-type: none"> identify the impact of Canadian governance on Aboriginal people's rights
<i>Economy and Technology</i>			
			<ul style="list-style-type: none"> compare bartering and monetary systems of exchange
			<ul style="list-style-type: none"> describe technologies used by Aboriginal people in BC and Canada
			<ul style="list-style-type: none"> analyse factors that influenced early European exploration of North America
			<ul style="list-style-type: none"> describe technologies used in exploration, including transportation, navigation and food preservation
			<ul style="list-style-type: none"> describe economic and technological exchanges between explorers and Aboriginal people
<i>Human and Physical Environment</i>			
			<ul style="list-style-type: none"> use maps and globes to locate the world's hemispheres, the world's continents and oceans and Aboriginal groups studied
			<ul style="list-style-type: none"> identify the significance of selected place names in BC and Canada
			<ul style="list-style-type: none"> describe Aboriginal peoples' relationship with the land and natural resources